

BURKE HIGH

244 President Street
Charleston, South Carolina 29403

GRADES 9-12 High School

ENROLLMENT 680 Students

PRINCIPAL Blondell Gadsden 843-724-7784

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	2	12

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	42.2	34.8	32.6	49.6	44.0	43.5
Passed 2 subtests	25.5	25.9	26.1	22.3	23.3	24.5
Passed 1 subtest	16.7	25.0	21.7	15.0	18.4	16.4
Passed no subtests	15.7	14.3	18.1	13.1	14.4	15.1

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	83	79.5	107	0.0	148	41.2
Gender						
Male	20	75.0	29	0.0	57	24.6
Female	63	81.0	78	0.0	91	51.6
Race or Ethnic Group						
African American	83	79.5	107	0.0	148	41.2
Hispanic	N/A	N/A	0	N/A	0	N/A
White	N/A	N/A	0	N/A	0	N/A
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	11	45.5	6	0.0	25	4.0
Students without disabilities	72	84.7	101	0.0	123	48.8
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	2	I/S	107	0.0	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	83	79.5	107	0.0	146	41.8
Lunch Status						
Subsidized meals	70	81.4	89	0.0	123	41.5
Full-pay meals	13	69.2	18	0.0	25	40.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	2.1
Seniors who met the SAT requirement	0.0	3.1
Seniors who met the grade point average	35.5	32.2

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 680)				
Retention rate	N/A	N/A	7.5%	7.3%
Attendance rate	98.4%	Up from 98.3%	94.5%	95.5%
Eligible for gifted and talented	1.4%	Up from 1.1%	3.0%	5.1%
With disabilities other than speech	16.5%	Up from 12.3%	16.0%	12.2%
Older than usual for grade	57.1%	Up from 32.0%	17.6%	10.1%
Suspended or expelled	0.3%	No change	1.4%	2.3%
Enrolled in AP/IB programs	12.4%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	5.5%	Down from 8.1%	2.2%	2.7%
Career/technology students in co-curricular organizations	1.3%	Down from 4.1%	4.3%	3.2%
Enrollment in career/technology center courses	273	Down from 424	240	433
Students participating in worked-based experiences	14.8%	Down from 22.4%	22.4%	26.3%
Career/technology students mastering core competencies	56.0%	Up from 42.2%	67.7%	74.9%
Career/technology completers placed	96.3%	Down from 96.4%	96.7%	99.5%

Teachers (n= 56)				
Teachers with advanced degrees	53.6%	Down from 57.4%	51.4%	51.7%
Continuing contract teachers	71.4%	Up from 70.4%	78.4%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.1%	Up from 75.5%	78.9%	85.1%
Teacher attendance rate	94.0%	Down from 96.5%	95.2%	95.8%
Average teacher salary	\$38,728	Up 0.2%	\$40,036	\$40,303
Prof. development days/teacher	N/R	N/R	11.4 days	10.3 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	24.5 to 1	No change	20.4 to 1	26.2 to 1
Prime instructional time	89.9%	Down from 93.2%	86.9%	90.1%
Dollars spent per pupil*	\$8,330	Down 26.8%	\$8,216	\$6,279
Percent spent on teacher salaries*	55.0%	Up from 40.2%	55.0%	57.8%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	87.8%	Up from 75.5%	84.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In the spring of 2000, a four-year School Renewal Plan for Burke High School was written to address the areas identified as concerns. The fourteen initiatives of the School Renewal Plan have been the major focus of academic planning and activities. The plan has been revised yearly to incorporate changes as needed. Burke's primary focus has been to have the students come to school, attend classes, stay in classes, and stay in school. As a result, Burke High School's attendance rate increased to 98.50% during the 2001-2002 school year. The dropout rate has decreased from 12.3% in 2000 to 5.87% during the 2001-2002 school year. An increased emphasis on raising academic expectations and achievement has been added. The following areas of concern and focused activities for improvement are targeted in the plan: SAT scores that were below state and district average. We initiated SAT classes during school hours in 2001-2002. Scores improved slightly. The average senior SAT score was up by 26 points. In 2002-2003, we had Kaplan SAT classes for 50 Burke students and preliminary data is hopeful that our scores will again improve.

To address the low percentage of students passing the BSAP Exit Exam, we added classes to improve skills for those students who failed BSAP in their sophomore year. All sophomores were enrolled in classes to improve skills. In an effort to begin the process of improvement earlier, we enrolled all freshmen in courses to ensure that their skills are at the level needed to succeed in high school coursework and on their tests. A PLATO Lab was initiated for all students so that students would have access to computerized instruction for skill improvement.

Teacher morale and ongoing instructional improvement was addressed by instituting school leadership teams as well as initiating a vertical teaming approach, which emphasizes coordination of planning in grades 6-12, and gives teachers time to work together for excellence. Teachers were given time to work on a writing curriculum that ensures incorporation of strategies that will increase expectations, incorporate state standards, and align what is taught at each grade level. Burke High School has also increased the number of active student clubs to more than 22 by having activity periods built into the school day monthly.

We ask that parents work with their children and the faculty and staff to achieve academic success for all.

Michael Tolley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	77	13
Percent satisfied with learning environment	46.2%	51.3%	66.7%
Percent satisfied with social and physical environment	66.7%	57.9%	63.6%
Percent satisfied with home-school relations	10.8%	67.1%	53.8%

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.